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ABSTRACT

A study focused on the image in children's fiction of the two largest minority groups in the United States: Americans and Hispanic Americans. It was descriptive in nature, employing quantitative and qualitative content analysis. Four research questions were developed to determine the treatment of two minority populations in contemporary children's trade books listed by the Children's Book Council with respect to image, characteristics, and stereotyping. The sample consisted of 10 Hispanic American and 31 African American fictional books appropriate for elementary school children published between 1989 and 1991. Two instruments were used: a list of verbal stereotypes from the research of D. Katz and K. Braly, and a character analysis instrument developed by B. Berleson and S. Salter. In addition, supplemental guidelines on stereotypes from the Council on Interracial Books for Children were employed. Conclusions were: (1) the number of fictional books on these 2 minority groups is appallingly limited; (2) the books were generally favorable in their treatment of these minority groups--stereotypes were present but were mostly positive and not explicitly stated; (3) minority families were more likely than minority males to be portrayed stereotypically; and (4) images of the socio-economic status of these minority groups were less favorable than the descriptions of their physical appearance, attitudes, and interpersonal relationships. (Contains 33 references.) (TB)

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IMAGES AND STEREOTYPING OF AFRICAN AMERICANS AND HISPANIC AMERICANS IN CONTEMPORARY CHILDREN'S FICTION

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ABSTRACT

Although considerable research attention was focused on the representation of minority populations in children's textbooks and literature during the period of the late 1960's to the late 1970's, research interest has been declining. The decade of the eighties has been described as a period of "benign neglect" with regard to minority issues in children's literature (Banfield, 1985a, p. 8).

The present study focused on the two largest minority groups, African Americans and Hispanic Americans, and was descriptive in nature, employing quantitative and qualitative content analysis. Four research questions were developed to determine the treatment of these two minority populations in contemporary children's trade books published by the Children's Book Council with respect to image, characteristics, and stereotyping.

The sample consisted of ten Hispanic American and thirty-one African American fictional books appropriate for elementary ages and published in the time period, 1989-1991. Two instruments were used: a

list of verbal stereotypes from the research of Katz and Braly and a character analysis instrument developed by Berelson and Salter. In addition, supplemental guidelines and stereotypes from the Council on Interracial Books for Children were employed.

Major conclusions drawn from the findings of the present study were as follows:

(1) The overall number of fictional books for Hispanic American and African American children is appallingly limited. The numbers are not sufficient to meet the needs of these rapidly increasing populations of students. (2) Although the numbers were limited, the books generally were favorable in their treatment of the minority groups under consideration. Evidences of stereotypic adjectives were found in reference to both groups, but most stereotypes were positive and not explicitly stated. Some implicit, subtle stereotyping did exist in the children's literature. (3) African American and Hispanic American females were more likely than males to be portrayed in a stereotypical manner. (4) The images of the Hispanic American and African American with respect to economic status and social class were less favorable and positive than were the descriptions of physical appearance, attitudes, and interpersonal relationships.

Images and Stereotyping of African Americans and Hispanic Americans in Contemporary Children's Fiction

The year 1995 marks a significant anniversary in the historical chronicle of multicultural children's literature. It hallmarks the passage of thirty years since the publication of Nancy Larrick's classic article entitled, "The All-White World of Children's Books." Larrick became painfully aware of the serious omission of minority populations in children's literature while chatting with a young African American girl in a nursery school in New York City. As they were looking at a picture book, the girl asked a poignant question, "Why are they always white children?" The incident prompted Larrick to conduct an investigation into this matter. The results in the Saturday Review (1965) were shocking. Only 6.7% of the 5,206 books published by the Children's Book Council during the years 1962-1964 included even one African American in either text or illustrations.

Fueled by the political climate of the late 1960's and early 1970's, as well as by House of Representatives Education and Labor Committee hearings under the able leadership of Representative Adam Clayton Powell, the nation's attention was focused on the treatment of minority groups in children's textbooks as well as trade books (Cornelius, 1971). An upsurge of interest in minority rights led to a "Renaissance" era of publishing directed toward African American children primarily, with other groups also receiving limited attention. Publishers responded to the cry

for more equitable representation of the life, history, and culture of African Americans, Hispanic Americans, Asian Americans and Native Americans (Harris, 1991).

In a replication study of Larrick's research, Chall, Radwin, French, and Hall (1979) reported significant gains with 14.4% of the 4,775 books published during the years 1973-1975 containing African American characters. In comparison to Larrick's findings of only 6.7%, Chall et al. expressed cautious optimism about the noteworthy progress. Their content analysis revealed African American characters in a variety of settings and in generally important roles. Numbers were still inadequate, however.

Unfortunately, the "Renaissance" period following Larrick's pronouncement has not been equalled in recent decades. The 1980's have been described as a period of "benign neglect" with regard to issues in multiethnic literature. In the middle of that decade, Walter Dean Myers, noted African American children's author stated, "In short, we seem to have travelled backwards in time" (Banfield, 1985, pp. 7,8). Bishop (1990) reported less than two percent of books published each year featured African American characters.

Paralleling the African American representation in children's books is the historical omission of Hispanic Americans. There is very little research data concerning the representation of this second largest U. S. minority group

in children's books during the past thirty years. The Council on Interracial Books for Children reported a "parade of stereotypes" and biased characterizations in children's books with Puerto Rican and Chicano themes in 1972 and 1974, respectively (MacCann & Woodward, 1977, pp. 60-61). In 1982 Nieto updated the Council's research and analyzed all children's fiction with Puerto Rican themes published from 1972-1982, a total of only twenty-eight books out of 20,000 published during that decade. She reported a meager .003 of one percent of books for Puerto Rican children as a serious omission and under representation. General commentary from recent research and informal surveys of books published indicate that Hispanic Americans continue to be grossly under-represented in children's literature (Schon, 1988; Nieto, 1992; Barrera, 1992a).

This paper reports a study of the representation of African Americans and Hispanic Americans in children's trade books published during 1989-1991. It attempted to replicate Larrick's (1965) study and that of Chall, Radwin, French, and Hall (1979) with African Americans and added the second largest minority group, Hispanic Americans, to the original studies. The study was descriptive in nature, employing quantitative and qualitative analysis in an effort to ascertain progress or lack of progress in representation of these two ethnic groups at the significant thirty year anniversary of Larrick's investigation. The study also

contained a qualitative component paralleling the previous research of Larrick and Chall et al. and sought answers to the following research questions. How were African American and Hispanic American characters described in current fictional children's literature from 1989 to 1991? What evidence was there of stereotyping in the treatment of African American and Hispanic American characters? What were the images of African Americans and Hispanic Americans as presented in current children's fictional trade books?

OVERVIEW OF THE STUDY

As Larrick and Chall et al. had done for their research, I surveyed publishing firms of the Children's Book Council who publish approximately 3,816 children's books each year (Children's Book Council, 1991). Data from Bowker's 36th Annual Library and Book Trade Almanac indicated that a total of 4,711 books for children, both hardcover and paperback, were published in 1990 (Simora, 1991, p. 424). Comparing this data to Children's Book Council data, the percentage of total children's trade books (as contrasted against textbooks) published by the Council each year is approximately 81 percent. For this reason, the procedure used previously by Larrick and Chall et al. was deemed to be still a valid one.

Fifty-seven firms of the Children's Book Council were identified as potential publishers of books about African

American and Hispanic American children. These firms were mailed an inquiry letter asking for the following: (1) a list of fictional books published by their firm about African American or Hispanic American children (grades K-) during the years 1989, 1990, and 1991; (2) total number f fictional books published by their firm for the three year period; and (3) author's ethnicity, if known.

Fifty of the fifty-seven surveyed firms responded, yielding an 88.5 percent response rate. Some of the firms did not send concise lists of requested information but did send multicultural leaflets and back list catalogs. The information provided enabled me to compile two lists of books for the purposes of my research: one complete list of all fictional titles about African American and Hispanic American children for percentage comparison with the Larrick and Chall et al. studies and a second list which excluded certain titles for the particular qualitative research questions of my study (Note restrictions under limitations of study).

Following closer scrutiny of titles and the elimination of folk tales, anthologies, and other works which did not fit the purposes of the content analysis component of the study, ninety-five fictional works for African American children and only eight books for Hispanic American children were identified as suitable for the purposes of this study. When any doubt existed as to a book's inclusion with regard

to publication date or setting, I consulted several reference sources which included Children's Books in Print and Children's Catalog.

Since only eight fictional Hispanic American books were identified with settings in the United States, two previously excluded books were added to provide an acceptable sample of ten for the content analysis (The Gold Coin and I Sailed With Columbus, settings outside the United States, but containing Hispanic characters).

Using a table of random numbers, one-third of the African American books were selected as the sample for that minority group, a total of thirty-one books, nineteen for grades K-3 and thirteen for grades 4-6.

A total of seventy-five characters from forty-one books were analyzed, twenty Hispanic and fifty-five African American, using two instruments. The first was a character analysis instrument developed by Berelson and Salter (1946) and modified by Gast (1965), Cata (1977), and Harada (1982). I adapted the character analysis instrument for the purposes of my research and selected seven major characteristics: locale; physical traits; status; attitudes toward family members, peers, authority figures; goals; plus-minus position; personality traits. It was felt that these seven characteristics would provide an in-depth look at the images of the two ethnic groups in children's books, as addressed in research questions one and three. The second instrument

was a list of eighty-four stereotypic adjectives developed by Katz and Braly (1933), supplemented with updated stereotypes identified by the Council on Interracial Books for Children (Council, 1980), as addressed by research question two.

The investigator was the primary coder and evaluator of books in the sample. Three other educators, one African American and two Hispanic Americans analyzed a total of six books from the sample to verify the reliability of the investigator's coding of characteristics and stereotypes as well as the reliability of the two instruments used in the study.

Insert Table I here

LIMITATIONS OF THE STUDY

I used definite criteria for limiting the population based on the specific objectives and research questions of the study. I used only books published by the Children's Book Council. Although I recognized that smaller publishing firms such as the Children's Book Press, Just Us Books, and Winston-Derek Publishers, Inc. do publish a small number of multicultural titles (Igus, 1990), I excluded these firms since I sought to follow the precedent set by Larrick and Chall et al.

Another limitation was that the investigation included only African American and Hispanic American characters. This necessitated fiction with American settings and excluded literature set in Africa, Central America, the Caribbean, Mexico, etc. The particular research questions also dictated that anthologies and collections of short stories be excluded because of the brevity of the story line and lack of in-depth characterization. Also excluded were folk tales with animals personified which would normally be considered African American or Hispanic American literature. Animal characters were inconsistent with the qualitative content objectives of the study.

RESULTS OF QUANTITATIVE ANALYSIS : COMPARISON TO LARRICK AND CHALL ET AL.

Using the information provided by the fifty publishers of the Children's Book Council who responded to the inquiry letter, I was able to compile a comprehensive list of all fictional titles for the two minority groups under consideration. This list was solely for the purpose of comparison to previous research done by Larrick and Chall et al. The catalogs and multicultural lists from these publishers for the years 1989 through 1991 contained one hundred four titles with designation, African American children (K-6) and twenty-four titles with designation, Hispanic American children (K-6). Since not all publishers responded to

question two of the inquiry letter and did not provide an accounting of the total numbers of books published yearly by their respective firms, data from the Council was used for total books published (Children's Book Council, 1991). Results indicated that only .908 of one percent of total books published from 1989-1991 were fictional books for African American children in grades K - 6 and .209 of one percent of total books were fictional titles for Hispanic American children in grades K - 6.

When these figures were compared to Larrick's and Chall's percentages, it seemed apparent that no progress could be documented. These numbers, although they reflect only the quantitative aspect of representation of these ethnic groups in current children's fictional literature, are certainly appalling and reveal that multicultural titles are in short supply. There is certainly cause for concern as we approach the thirty year anniversary of Larrick's initial proclamation of the glaring omission of people of color. (Author's note: It should be noted that these figures represent fiction only, whereas Larrick and Chall included non-fiction. Secondly, the numbers were based on books from 89% of publishers, leaving 11% of firms undetermined. It can be concluded that even with the addition of these unavailable numbers we certainly would not begin to approach the "high" percentages reported in 1965 and again in 1979.)

In striking contrast to these declining percentages in

numbers of multiethnic children's books are the latest census figures which reveal unparalleled increases in minority populations for the decade of the 1980's in the United States: 79.5 percent increase in Asian and Pacific Islanders, 38.7 percent increase in peoples of Hispanic origin, 21.6 percent increase in Native Americans, and 14.4 percent increase in the African American population (U. S. Bureau of Census, 1990). The declining percentages reported in this study support the position expressed by Barrera (1992b) regarding literature-based literacy instruction in culturally diverse elementary schools with a paucity of culturally relevant materials.

SELECTED QUALITATIVE ISSUES : CONTENT ANALYSIS RESULTS

A brief summary of major findings is included here. The majority of books had contemporary settings in urban areas. Sixty percent of the Hispanic American books and seventy-one percent of the African American books had contemporary time settings with half of the Hispanic books and forty-one percent of the African American books set in urban areas. Concerning author's ethnicity, 48.4 percent of the books were written by African American authors, 22.6 percent non-African American with twenty-nine percent undetermined. In contrast, sixty percent of the Hispanic American books were authored by non-Hispanic authors, twenty percent Hispanic authors, and twenty percent undetermined.

Images of African Americans

In general, the images as determined by the character analysis instrument with regard to physical traits and appearance of children and adults were appealing and varied. Both sexes were equally represented with the majority of children characterized as elementary school-age and the adults, portrayed as between the ages of twenty and fifty-nine. The physical appearances were generally positive. Clothing for both children and adults was typical of the casual dress of any American. The wide variety of physical attributes presented to the reader a non-stereotypical view of African Americans as unique and attractive individuals in the fictional books.

Evidences of occupational stereotyping (one of four subcategories of the status characteristic on the character analysis instrument) were found in the children's trade books. 63.6 percent of adults were pictured as unemployed or holding low paying jobs. When compared to the seven professional adults (15.9%) in the books, it appeared that African Americans were often unemployed or relegated to low salaried positions in society.

Insert Table II here

Analysis of African American social class data, also one of four status subcategories of character analysis, was consistent with the above findings (38.1% were lower SES, 56.4% were middle SES, and 5.5% were upper SES). In most cases, the middle class families were pictured in the fictional works as lower middle class with definite economic concerns, worries, and struggles. Consistent with the above image with regard to social and economic status was the finding that the goal of economic advancement was the most often expressed by children and adults (30.9% of characters) with education, the second most often chosen goal (20%). A third closely related goal was helping a family member in some way (16.4%). In general, it can be stated that 67.3 percent of the African American characters in the trade books were pursuing goals of advancement for themselves or family members through education and/or economic means.

It should be noted that the data with regard to economic status, social class, and occupational stereotyping should be cautiously applied. It may be difficult to determine what varying interpretations a child reader might construct from subtle economic references such as these in books where many African Americans are portrayed as working in low-paying jobs and leading lives with economic difficulties.

With regard to attitudes of African American adults and children, favorable and positive attitudes were more often

expressed than were negative or unfavorable ones. Love was the most frequently expressed attitude toward family members (96.7% of children and 76% of adults), while resentment, mostly directed toward mothers, was the most often occurring negative attitude expressed by African American children (20% toward mother, 6.7% toward father, 3.3% toward siblings, 3.3% toward authority figures). Peer relationships were positive, evoking images of warmth and camaraderie among children, adults and their friends, both African American and non African American. This was a strong pervasive image that reoccurred frequently in the children's books.

No single personality trait was attributed to more than twenty percent of African American children or adults. The traits of angry (20%) and embarrassed (16.7%) were the highest in frequency of occurrence for children. For the adults, the highest ranking trait in frequency of occurrence was an implied authoritarian status attributed to five female characters. This is significant in that 38.5 percent of all adult females as contrasted to zero percent of African American adult males were portrayed as authoritative disciplinarians. Since only females were characterized in this manner, this image again raises a question of interpretation. Could this image of African American females be perceived by child readers as negative, derogatory, and/or sexist?

Images of Hispanic Americans

One of the striking features of the children's books with Hispanic American themes was the under-representation of women. Male characters outnumbered the females by almost a two to one majority. Only three of the fictional works had girls as main characters and only four had adult women as main characters.

With regard to physical appearance, the images of the Hispanic American children were generally attractive and pleasing. Seventy percent of the children were elementary age with black hair and dark eyes. Images of the adults were not as attractively presented as the children. For example, two of the adults were described as having dirty hair. The clothing of the majority of adult Hispanic characters was atypical of the casual dress of Americans. The children's dress was widely varied and included tennis shoes, jeans, sandals, brightly colored skirt, jumper, and serape.

Evidences of occupational stereotyping were evident. Only two professional adults were mentioned in the books, teacher and priest. The priest could not be classified as a high wage occupation. Therefore, seventeen of eighteen occupations for Hispanic Americans were low wage jobs.

Insert Table III here

Analysis of social class data conformed to the expectations as determined by occupation. Seventy percent of the Hispanic characters were identified as lower class, thirty percent were middle class, and none were upper class. Paralleling these figures were the findings that forty-five percent of Hispanic characters were depicted as poor, thirty percent as adequate status economically, twenty percent as comfortable, and zero percent as wealthy or affluent. (five percent undetermined) As with the African American characters, the goal of economic advancement was the most often expressed by the Hispanic American characters in the books (40%). A second equally important goal for Hispanic Americans was helping others/family members (40%). These goals are consistent with the images of lower social class and poor/adequate economic status. As with the African American fiction, it is difficult to predict what inferences a child reader draws from such portrayal, but again the overall impression from these fictional works is one of Hispanic Americans as members of the lower social class, mostly holding low paying jobs, with few as wealthy professionals in society.

The findings with regard to attitudes of Hispanic Americans in all relationships were extremely positive and affirming. The images presented to the reader in this category were that of people with close family ties, great respect for each individual family member, concern and

liking for friends and neighbors. So very few negative feelings and emotions surfaced in the books that I was left with a general impression of harmony and congeniality in Hispanic American family life and neighborhoods.

No one personality trait was attributed to more than thirty percent of the children or adult Hispanic characters. The traits of embarrassed/ashamed (30%) and angry (20%) were the most frequently attributed to children. It was noteworthy that the same two personality traits were also the highest ranking traits attributed to the African American children, only in reverse order. For the adult Hispanic characters, loving (20%), caring (20%), and helpful (20%) were the highest ranking traits.

Stereotyping Data

Walter Lippmann (1922), a journalist, was one of the first to draw attention to stereotyping in the communication of ideas with his book, Public Opinion. Every individual according to Lippmann, sees the world, not as it really exists, but as he believes it to be on the basis of the mind's pictures, colored by one's own experiences. A stereotype, as defined operationally for the purposes of the present study, is an overgeneralization applied to any ethnic group member that tends to ignore the individual's unique characteristics (Grant & Holmes, 1981, p. 107). In other words, stereotyping labels all members of an ethnic

group in a particular manner, positive or negative, without regard for the individual member of that group who does not conform to that overgeneralized image.

Insert Tables IV and V here

These tables reflect a summary of the data from the research study related to stereotyping in the children's fictional literature, rank ordered from most to least frequently occurring. Percentages were based on one hundred African American characters and thirty-five Hispanic American characters to which stereotypes were applied in the children's books. Each number referred to a different character to which a stereotype was attributed. Also, explicit and implicit references were noted. Synonyms were written in beside the stereotypic adjective and were counted as implicit references. Determination of the favorableness/unfavorableness of a trait was determined by a rank order listing of the stereotypes (Karlins, Coffman, & Walters, 1969).

No one stereotype was attributed to more than thirty percent of the total number of African American or Hispanic American characters to which a stereotype was ascribed. Of the eight stereotypes attributed to ten percent or more of the African American characters, five would be considered

favorable (quiet, intelligent, generous, alert, and courteous) with three considered unfavorable (cowardly, stupid, and loud). Likewise, three of the top four ranking stereotypes attributed to Hispanic Americans were favorable (kind, generous, loyal to family ties). The other stereotype, cowardly, was unfavorable and implicitly attributed to twenty percent or seven Hispanic American characters.

Additional analysis of the children's books using supplemental stereotypical images as identified by the Council on Interracial Books for Children (Council, 1980) revealed some questionable references to African Americans as "niggers," "coloreds," and "Negroes." The majority of these references were used within historical settings for authenticity and did not indicate racist comments. Also, evidences of stereotyping surfaced, particularly with regard to illustrations of dress that would be considered atypical of average Hispanic Americans: sombreros, sandals, and serapes.

Another questionable stereotype, in several of the African American books was that of the bossy, authoritarian female usually a mother, grandmother, or older sister being described as the disciplinarian, "commander of the household" (Council, 1980, pp. 46-48). This reoccurring image surfaced in several categories of data (refer to personality traits of African Americans, previously

mentioned) and raised issues of concern when viewed in conjunction with attitudinal data with respect to female heads of household in the books. Negative attitudes of resentment and anger were more often expressed by African American children toward female heads of household than toward male relatives (23.3% toward mothers; 13.4% toward fathers). Noteworthy also is the fact that eighteen occurrences of disapproval of African American children were documented with fifty percent of those expressed by mothers and zero percent expressed by fathers toward their children. Data from the content analysis revealed a dictatorial stereotypical image of African American women with consequential negative attitudes of children toward these women. Further research is warranted to determine the effects of such portrayal and the responses of children to these authoritarian women.

The under-representation of Hispanic American women was also an issue of concern. One book Ghost Catcher did have women, but with stereotyped images : a female dancer with bells on arms and legs and another woman portrayed as the submissive, nice girl waiting for the Ghost Catcher to come visit her. Another woman in the book was a rug weaver (Haseley, 1991, unnumbered pages). Obviously, none of the above is a portrayal of a successful professional woman or competent mother/homemaker, and I considered these to be undesirable and unfavorable portrayals of Hispanic women.

CONCLUSIONS

Overall, of grave concern to educators is the limited numbers of fictional books for African American and Hispanic American children, numbers that are not keeping pace with the rapid increases of these ethnic groups in the United States. When compared to the percentages reported by Larrick (1965) and Chall et al. (1979), there is no cause for celebration when approximately one percent of all fictional trade books published in the three year period 1989-1991 by the Children's Book Council portray African American and Hispanic American children. Does the phrase coined by Larrick and reiterated by Chall, "the all-white world of children's books" still apply in 1995?

Although the numbers are limited, there are multicultural titles of exceptional quality. The books of the present study generally were favorable in their treatment of the minority groups under consideration. Evidences of stereotypic adjectives were found in reference to both groups, but the majority of stereotypes were positive and not explicitly stated. However, implicit, subtle stereotyping was noted. African American and Hispanic American females were more likely to be portrayed in a stereotypical manner than were the male characters.

Images of African Americans and Hispanic Americans with respect to economic status, social class, and occupations

were less favorable than descriptions of physical appearance, attitudes, and interpersonal relationships.

To conclude, I raise some questions that surfaced throughout the course of the present study, emerging from the qualitative data. These questions provide direction for further research. What about the portrayal of African American and Hispanic American women? Are these the images we want to hold up for young minority girls? What about reoccurring images of peoples of color as lower social class and/or financially insecure? Are we presenting adequate professional role models in the children's books or are the images child readers see convincing them that a low wage job is the best they can hope for? When does too much realism breed despair and hopelessness? Are we continuing to strive to present to children of color the kinds of images that will stir within their minds and hearts the noblest and highest of feelings?

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Table 1: INTERRATER RELIABILITY OF TWO INSTRUMENTS OF THE STUDY COEFFICIENTS OF AGREEMENT BETWEEN PRINCIPAL CODER AND AFRICAN AMERICAN AND HISPANIC AMERICAN CODERS

Coder	Title of Book	Character Analysis Instrument	Stereotype Instrument
AA	The Road to Memphis	.96	.52
AA	When I'm Old With You	.88	1.00
AA	Solomon's Secret	.83	.67
HA 1	With My Brother	.84	.83
HA 2	Pedro and the Padre	.97	.84
HA 2	Secret City U. S. A.	.84	.71

TABLE II: OCCUPATIONS OF AFRICAN AMERICANS IN FICTIONAL BOOKS OF PRESENT STUDY PUBLISHED BY MEMBERS OF THE CHILDREN'S BOOK COUNCIL 1989-1991

Adult Occupation	Number	Percent
housewife	7	15.9%
retired	4	9.1%
farmer	3	6.8%
factory shopworker	3	6.8%
teacher	2	4.5%
nurse	2	4.5%
maid *	2	4.5%
doctor	2	4.5%
construction worker	2	4.5%
lawyer	2	4.5%
storekeeper	2	4.5%
musician/entertainer *	1	2.3%
veterinarian	1	2.3%
nursing home resident	1	2.3%
electronics assembler	1	2.3%
slave	1	2.3%
paper route/manager	1	2.3%
custodian *	1	2.3%
Negro league baseball player *	1	2.3%
art class student	1	2.3%
college student	1	2.3%
not stated	3	6.8%
Total	44 adult occupations	

An * indicates an occupational stereotype. (Council on Interracial Books for Children, 1980, p. 46).

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TABLE III: OCCUPATIONS OF HISPANIC AMERICANS IN FICTIONAL BOOKS OF PRESENT STUDY PUBLISHED BY MEMBERS OF THE CHILDREN'S BOOK COUNCIL 1989-1991

Adult Occupation	Number	Percer
Factory worker	2	11.1%
Maid	2	11.1%
Teacher	1	5.6%
Rug Weaver	1	5.6%
Acrobat	1	5.6%
Cab Driver	1	5.6%
Thief *	1	5.6%
Seaman	1	5.6%
Farmer *	1	5.6%
Laborer *	1	5.6%
High School Student	1	5.6%
College Student	1	5.6%
Priest	1	5.6%
Female Dancer *	1	5.6%
"Ghost Catcher"	1	5.6%
Housewife	1	5.6%
	18 adult occupations	

An * indicates an occupational stereotype. (Council on Interracial Books for Children, 1980, p. 53, 55.)

TABLE IV: STEREOTYPES OF AFRICAN AMERICANS IN FICTIONAL BOOKS OF THE PRESENT STUDY PUBLISHED BY MEMBERS OF THE CHILDREN'S BOOK COUNCIL 1989-1991

Stereotype	Explicit	Implicit	Total Percent E + I
Quiet	15	12	27%
Cowardly		20	20%
Stupid	8	11	19%
Intelligent	5	11	16%
Loud	7	7	14%
Generous	1	13	14%
Alert	3	9	12%
Courteous		10	10%
Kind	4	5	9%
Superstitious	5	4	9%
Loyal to family ties	1	7	8%
Very religious	1	7	8%
Rude	1	6	7%
Brilliant	2	5	7%
Honest	4	3	7%
Imaginative		5	5%
Jovial	1	4	5%
Boastful	2	3	5%
Neat	2	2	4%
Suspicious	4		4%
Arrogant	1	3	4%
Ignorant	2	1	3%
Industrious		3	3%
Sensitive		3	3%
Witty		3	3%
Talkative	1	2	3%
Stubborn		3	3%
Artistic		3	3%
Faithful		3	3%
Physically dirty	1	2	3%
Individualistic	2		2%
Straightforward		2	2%
Stolid		2	2%
Revengeful	2		2%
Reserved		2	2%
Quick-tempered		2	2%
Quarrelsome		2	2%
Conceited		2	2%
Deceitful	1	1	2%

TABLE IV: (CONT.)

Stereotype	Explicit	Implicit	Total Percent E + I
Aggressive		1	1%
Ambitious		1	1%
Argumentative		1	1%
Gluttonous		1	1%
Happy-go-lucky		1	1%
Impulsive	1		1%
Imitative		1	1%
Efficient		1	1%
Meditative		1	1%
Musical		1	1%
Persistent	1		1%
Sophisticated	1		1%
Suave		1	1%
Tradition-loving		1	1%
Treacherous		1	1%

TABLE V: STEREOTYPES OF HISPANIC AMERICANS IN FICTIONAL BOOKS OF THE PRESENT STUDY PUBLISHED BY MEMBERS OF THE CHILDREN'S BOOK COUNCIL 1989-1991

Stereotype	Explicit	Implicit	Total Percent E + I
Kind	5	3	22.9%
Generous		7	20%
Loyal to family ties		7	20%
Cowardly	1	6	20%
Quiet	5	1	17.1%
Very religious		6	17.1%
Honest	4	1	14.3%
Suspicious	5		14.3%
Courteous		4	11.4%
Intelligent	3	1	11.4%
Stupid	1	3	11.4%
Superstitious	1	2	8.6%
Brilliant		2	5.7%
Reserved		2	5.7%
Artistic		1	2.9%
Cruel	1		2.9%
Deceitful		1	2.9%
Happy-go-lucky		1	2.9%
Imaginative		1	2.9%
Imitative		1	2.9%
Individualistic		1	2.9%
Industrious		1	2.9%
Sensual		1	2.9%
Quick-tempered		1	2.9%
Quarrelsome		1	2.9%
Physically dirty	1		2.9%
Musical		1	2.9%
Mercenary		1	2.9%
Materialistic		1	2.9%
Lazy		1	2.9%

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